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ABSTRACT

General information on the studies currently underway by the Southwestern Cooperative Educational Laboratory (SECEL) is presented in this report. Module A is concerned with investigating the relationships between a variety of cultural-psychological factors and language development in grade 1. Testing and home interviews play a major part in this investigation. The purpose of Module B is to investigate the effects of systematic variation of several parameters in the classroom. Module C is concerned with field tryouts of oral language materials for culturally diverse children. Module D is concerned with entry skill development in the area of speech elicitation procedures. Copies of Health, Education, and Welfare Department forms and the instruments used are included for each project in progress. It is noted that some reorganization, shifting, and refocusing are taking place within the Laboratory. The operational structure is moving to a Task Group structure rather than a Task Force structure. The new emphasis is on small task groups. A newly-formed body called the Plans, Review, and Evaluation Panel is responsible for the review, evaluation, and directive function. (PS)

NCERD BR 6-2850 Jan 1967

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CURRENT STATUS OF LABORATORY STUDIES

Paul Liberty, Robert Reeback, Richard Thiel

1967

ED 069450

The SWCEL Annual Report, September 1, 1967, outlines the general evaluation model that guides Laboratory research and specifies the studies in the various modules. The present paper is designed to supplement and update the statement in the Annual Report by providing general information on the studies currently underway. A significant development in the Laboratory has been the streamlining of the organization into two Task Force groups. Task Force I is composed of Modules A and B, which formerly were called I and III. Task Force II comprises Modules C and D, which previously were named II and IV.

TASK FORCE I

Module A

Module A is concerned with investigating the relationships between a variety of cultural-psychological factors and language development in the first grade. Specifically, the major study in this Module is entitled, "Socio-Psychological Variables Relating to Language Skill Development Among Culturally-Diverse First Grade Students." The research design calls for 65 Navajo, 65 Pueblo, and 65 rural Spanish-American first grade students. The communities were contacted beginning in August and contracts with various community educational agencies were finalized during September. These agencies approved the instruments also. A number of consultants, notably Dr. Lloyd Dunn, and the Laboratory staff identified a number of anthropological, sociological, and psychological variables and instruments to be used in the investigation.

RC006579

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Module A-continued

The major input here was from Richard Thiel, Malcolm Garber, and Paul Liberty of the SWCEL staff. Two anthropologists, Dr. Stanley Newman of the University of New Mexico and Dr. Henry Burger of SWCEL contributed information on cultural relevance of concepts and scale items.

Very few instruments were found to exist for elementary school children, particularly for first grade pupils. Our initial tryout of instruments indicated that many items in the Student Questionnaire were too difficult for culturally-diverse first graders. Several kindergarten classes provided the information on which our decision was made to considerably modify and rewrite items from such scales as Bialer's Locus of Control, Sarason's School and Test Anxiety Scale, and items dealing with preference for immediate vs. delayed rewards. Additionally, a preliminary investigation among Indian youngsters ruled out a number of items that did not appear to be comprehended by these youngsters. In some instances, serious discussion arose on whether items should be excluded because of cultural irrelevance or whether the items should be retained because of the useful cross-cultural information that might result. In general, if the item or concept was one that our information indicated Indian youngsters could comprehend, the item was retained in order to make cross-cultural comparisons. A basic premise in making this kind of determination was that our investigation was primarily an empirical investigation, and that, therefore, we needed to obtain a wide-range of information to update the literature in the field. We realized too that considerable acculturation has taken place among the culturally-diverse groups in the region served by the Laboratory, and it was necessary to assess the degree and areas of that acculturation.

Module A-continued

It should be pointed out here also that we expected in this first exploratory investigation to obtain a great deal of information about instrumentation with culturally-diverse groups, particularly Indian youngsters. Although our pre-screening of items was quite comprehensive, the reports of testers and interviewers will be closely scrutinized to determine better methods of information acquisition. Instruments are not numerous for first grade students and are even less plentiful for children from culturally-diverse groups. Consequently, a considerable emphasis will be made to develop culturally appropriate instruments for use with culturally-diverse youngsters. (The major consideration is focused upon Indian youngsters because, by and large, Spanish-speaking youngsters had much less difficulty with items selected.) A brief description of the study and the instruments utilized is presented in Appendix A. Copies of the instruments can be obtained from Mr. Thiel or Dr. Liberty.

To accomplish the testing and home interviewing, a group of people primarily with advanced degrees were selected. In the team of eight, two staff members with B.A. Degrees were utilized but both had research training and/or interviewing experience at the university level. Four days were allotted to training. This training involved actual experience with testing and interviewing, observing video tapes of particular test administration, analyzing, rewriting or discarding items which proved to be too difficult. Individuals who administered the Illinois Test of Psycholinguistic Ability were given instruction and training by Dr. Lloyd Dunn and his wife. Data collection proceeded very smoothly due undoubtedly to the training sessions and the excellent field contact work of Dr. John Seaberg of SWCEL.

Module A-continued

The testing began during October and will be completed very early in November. Testing time for each subject child, including home interview with the child's mother, required approximately 4½ hours.

Some problems obtaining home interviews had been encountered among Navajo mothers in Sanders, Arizona. Resentment toward Anglos is responsible primarly, although community factionalization is indicated also. Apparently, major resentment is based upon the lack of a Navajo representative on the school board in that area and also the perceived differential treatment of Anglo children in school bus service.

The major problem immediately ahead is the data analysis phase. An early study relates cultural and other factors to learning styles as measured by the ITPA (on pretest). At the same time, innumerable item analyses must be performed to determine inter-item reliability and other procedures necessary for scale construction and revision. Innumerable and continuing computer analyses must be performed to accomplish full use of the wealth of data collected. The need thus is for a computer programming specialist to establish a Laboratory computer program library and to be responsible, under the Research Coordinator, for handling and transmission of data to computer installations, and of course, to accomplish the desired analyses. The acquisition of this essential person is predicated upon funding beyond the Budget A level.

PRINICIPAL INVESTIGATOR

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF RESEARCH

IDENTICAL MEMORANDUM

TO : See below

DATE: October 18, 1967

FROM : Herbert S. Conrad, Chairman HSC
Internal Clearance Committee

SUBJECT: Clearance of 11 data-gathering instruments designed for use in the extramural research project entitled "SOCIO-PSYCHOLOGICAL VARIABLES RELATING TO LANGUAGE SKILL DEVELOPMENT AMONG CULTURALLY-DIVERSE FIRST-GRADE STUDENTS," Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico. (Contract No. CEC-4-7-062827-3078.)

The purpose of this study is to investigate the influence of various sociopsychological variables on language skill development of Spanish-American and Navaho first-grade pupils.

The following 11 data-gathering instruments have been submitted for clearance prior to use in the abovenamed project:

1. The Illinois Test of Psycholinguistic Ability. 45 min., pretest and posttest.
2. Peabody Picture Vocabulary Test. 15 min., pretest.
3. Parent Interview. 30 min., pretest.
4. Cultural Information Index - Form A. 45 min., pretest.
5. Student Questionnaire. 10 min., pretest.
6. Mother Questionnaire. 30 min., pretest.
7. Child Interview Questionnaire and Tests Information Sheets. 30n min., pretest
8. Caldwell Preschool Inventory. 30 min., pretest and posttest.
9. California Achievement Test (CAT), 1957 edition, 1963 norms, 90 min., posttest.
10. Beginning Reading Test, Revised Experimental Edition, Form AB and Form BA. 15 min., posttest
11. Visual Memory for Designs. 10 min., pretest (20 questions).

Samples of respondents, considered to be reasonably typical of Navaho Indians, Pueblo Indians, and ~~Spanish~~ Spanish-Americans of lower-class background in the xg region served by the Laboratory (with the exception of Oklahoma) will participate. These will include a total of 205 first-graders and their mothers.

GO TO NEXT PAGE

Copies to:
Prin. Inv'gator Mr. McCann Mr. Hochstein Reading File
Kippnes/Parmeter Mr. Boyan Mr. Cook HSCONRAD:lc

(R.V. 3-64)

Further information concerning data-gathering instruments, as well as a detailed statement of the nature and the number of respondents, are available in the Standard Form 83, "Supporting Statement for Extramural Research Projects."

"To insure confidentiality of data and a valid test administration, specially-trained test administrators will be used...Names of respondents are necessary to accomplish matching of child test responses and mother responses to home interview instruments. Respondent numbers will replace this form of identification as data reduction commences. Because the data collected will comprise a vital pool of information for the Laboratory effort, it is expected that the basic data will be retained for 1-2 years as Laboratory researchers 'milk' the data. The source data will be available to research personnel only."

The data-gathering instruments are hereby cleared for use in this study.

CONCURRENCE:

H.S Conrad 10-16-67 x Adrian R. Raynes 10-16-67

SOUTHWESTERN
COOPERATIVE EDUCATIONAL LABORATORY, INC.

ARIZONA • NEW MEXICO • OKLAHOMA • WEST TEXAS

J. G. STRATTON, *President*

PAUL V. PETTY, *Director*

Phone: 277-5221 117 Richmond, N. E. Albuquerque, N. M. 87106

October 11, 1967

Mr. Adrian Parmeter, Program Coordinator
Division of Educational Laboratories
U.S. Office of Education
400 Maryland, S.W.
Washington, D.C. 20202

Dear Mr. Parmeter:

Enclosed are six copies of a request for "Review of Data Gathering Instruments." The instruments listed will be used in a study of the "Socio-Psychological Variables Relating to Language Skill Development among Culturally-Diverse First Grade Students." This study is being conducted by Module I of our Laboratory. Details of this study are provided on the attached supporting statement.

Since testing is scheduled to begin next week, please notify us by telephone of clearance action.

Thank you again for your consideration.

Sincerely yours,

Paul G. Liberty, Jr.
Research Coordinator

PGL:lc

Enc: 8

cc Herbert D. Conrad

SF-83 SUPPORTING STATEMENT FOR EXTRAMURAL RESEARCH PROJECTS

Project Title: Southwestern Cooperative Educational Laboratory, Module I, Social and Psychological Factors Influencing Learning in Culturally-Diverse Groups. Principal Investigators: Richard Thiel and Malcolm Garber. Study Title: Socio-Psychological Variables Relating to Language Skill Development among Culturally-Diverse First Grade Students.

1. NAME OF CONTRACTOR CONDUCTING PROJECT Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

2. OE CONTRACT NUMBER OEC-4-7-062827-3078
Dated: From 3/1/67 To 5/31/68

3. NAME OF PROGRAM AND PUBLIC LAW UNDER WHICH CONTRACT WAS AWARDED

Regional Educational Laboratories Program., P. L. 89-10, Title IV

4. NAME OF COMMITTEE (PANEL, FIELD READERS, OR OTHER GROUPS) THAT RECOMMENDED APPROVAL FOR SUPPORT OF THIS RESEARCH PROJECT

Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

a. THIS PROJECT HAS BEEN REVIEWED AND APPROVED WITH QUALIFICATIONS BY THE BUREAU STATISTICAL REVIEW PANEL, ON (Date)_____

5. EXPLAIN THE RELATIONSHIP OF THE DATA GATHERING INSTRUMENT IN ACCOMPLISHING THE OBJECTIVES OF THE PROJECT

a. General nature and objectives of the study: The purpose of this study is to investigate the influende of various socio-psychological variables on language skill development of Spanish-American and Navaho first grade pupils.

Briefly state, this study attempts to identify student and background (cultural) variables that are related to language skill development of Spanish-American and Navaho first-grade pupils. Both individual children and their mothers will be tested and/or interviewed. Various analyses (factor analysis, analyses of variance and covariance, and multiple regression analyses) will be performed to determine culturally-significant variables.

b. Instruments to be applied: The development of language skills depends upon many anthropological, sociological, and psychological variables. Motivation, learning style, degree of assimilation (cultural), values, certain kinds of school readiness skills, home environment and demographic variables all combine to influence language development of the culturally-diverse child. However, these factors may have different weights among different cultural groups. The purpose of the study is to isolate those variables that contribute significantly to language skill development of three culturally-divergent groups. Results of the present study will provide (continued next page)

6. ESTIMATED NUMBER OF MANHOURS REQUIRED BY ONE RESPONDENT TO COMPLETE QUESTIONNAIRE_____

7. ESTIMATED TOTAL COST OF SURVEY $ 13,000
INCLUDING:

a. Costs of Planning and Organizing the Survey
b. Printing, Mailing (including Follow-up) or Enumeration, and Sample Maintenance
c. Editing, Coding, Tabulating and Publishing

Item 5. b. continued.

useful information toward the development of programs to facilitate language learning of culturally-diverse first-grade bilingual students. The following variables and instruments were selected for investigation:

Variables	Measures
1. Learning Style	The Illinois Test of Psycholinguistic Ability. Test measures various kinds of sensory encoding and decoding (how individual takes in information from environment and how individual incorporates information and responds.) See Buros' Sixth Handbook for more details, no. 549. (Copy not enclosed.) 45 minutes Pretest and Post-test.
2. Vocabulary Ability	Peabody Picture Vocabulary Test. For details see Buros' Sixth Mental Measurements Yearbook, no. 530. (Copy not enclosed.) 15 minutes Pretest.
3. Family Interaction	Parent Interview Form, Richard M. Wolf, author. (Copies enclosed.) 30 minutes Pretest.
4. Cultural Information	Cultural Information Index - Form A. (Copies enclosed.) 45 minutes Pretest.
5. Pupil Motivation and Self Concept	Student Questionnaire, including items relating to preference for immediate vs. delayed reward, self-concept, position relative to parents, test-school affect, acquiescence, and locus of control (Copies enclosed.) 10 minutes, Pretest.
6. Entry Skills (readiness for school and reading)	SWCEL Questionnaires: (1) For Mother comments about child; (2) For Child comments about Self. (Copies enclosed.) 30 minutes each Pretest.
7. Caldwell Pre-School Inventory	A measure of achievement in areas regarded as relating to success in school. The Inventory is a brief assessment procedure designed for individual use with children in three-to-six age range. Test was designed for use in Headstart programs. Copyrighted 1967, Educational Testing Service. Yields scores on four dimensions: Personal-Social Responsiveness, Associate Vocabulary, Concept Activation, and Numerical

Item 5. b. continued.

	Sensory. (Copies of test items enclosed.) 30 minutes Pretest and Post-test.
8. California Achievement Test (CAT, 1957), 1957 edition, 1963 norms.	Test yields separate scores for Reading, Arithmetic, and English. 90 minutes Post-test. (Not enclosed)
9. Beginning Reading Test	Authors: Richard W. Woodcock and Philip Pfost, George Peabody College for Teachers. Contains sections on Letter Recognition; Word Recognition and Sentence Reading. 15 minutes Post-test. (Copies enclosed--2 forms.)
10. Klaus' Visual Memory for Designs	A new test based on findings that poor visual memory for designs and reading difficulty seem to go together later in school. Child is shown and design must pick out design on another card of six designs. 20 questions 10 minutes. Pretest.

The above instruments have been explained to various educational agencies within the communities where testing will take place. Questionnaires which ask about home information from mothers have been given initial review and approval by educational councils of Spanish-American schools and communities involved and by educational committees of Indian tribal councils. Some shifting of instruments between pre and post-test conditions may occur after trial testing results become available. A decision could also be made to drop an instrument which is found to be inappropriate for use with our populations or which yields too much overlap with other instruments or parts of instruments. Pretesting will be accomplished during October and post-testing during May, 1968.

c. Respondents and Sampling:

In the present study an effort was made to obtain samples of respondents considered to be reasonably typical of Navaho Indians, Pueblo Indians, and Spanish-Americans of lower-class background in the region served by the Laboratory, with the exception of Oklahoma. Accordingly, the following numbers of first-grade pupils in the areas listed were selected:

(1) Navaho first-graders at Sanders, Arizona - N = 65.
(2) Pueblo Indian first-graders:

(a) Santo Domingo Pueblo = N = 22
*(b) Cochiti Pueblo - N = 14
*(c) Sandia Pueblo - N = 6
*(d) Santana Pueblo - N = 11
(e) San Felipe Pueblo = N = 23 (Bureau of Indian Affairs School)

(3) Spanish-American first-graders at Roosevelt School, Bernalillo, New Mexico N = 65.

Totals for asterisked (*) schools indicate the total number of such students.

Item 5. b. continued.

Children at Sandia and Santana Pueblos attend the Roosevelt School in Bernalillo. In other instances, a random selection of subjects was made. Approximately sixty-five subjects in each sample was considered the maximum affordable. Subjects chosen for study could not be repeaters and handicapped cases and must be minimally bilingual (i.e. have some knowledge of the English language).

Cooperating schools and communitees were obtained through field contact efforts of Laboratory personnel with educational leaders of community. These community educational agencies have prepared the way for entrance into homes in the various communitees for the purpose of obtaining home interview data.

Testing of children is on an individual basis and is accomplished during school hours. Interviewers will conduct interviews with mothers of children tested after children have been tested. Estimated time spent by a child in pretest is 140 minutes; estimated time spent by child in post-test is 180 minutes. Each mother interview will require about 105 minutes.

Copies of all tests or references thereto in the case of cognitive instruments of the standardized variety are supplied, with the exception of the Klaus' Visual Memory for Designs Test (test number 10). Copies of a brief description of this test are supplied, however.

d. Data Analysis: Data analysis procedures are indicated under (a) "General Nature and Objectives of Study." Factor analyses will be performed to reduce the number of variables to be considered in subsequent analyses. Multiple regression techniques will be employed to discover best possible prediction of language arts dependent variables. It is anticipated that a number of between group comparisons will be made. Also, data analysis will be extended to apply to several tangential investigation, namely, sociological correlates of ITPA (Illinois Test of Psycholinguistic Ability) performance and cultural background differences among three groups in study.

The major immediate emphasis is the identification of various variables believed to be related to language skills development in the various groups. The findings will be subjected to a replication study and then incorporated into the curriculum development programs and teacher training programs of other modules within the Laboratory.

e. Confidentiality: To insure confidentiality of data and a valid test administration, specially-trained test administrators will be used. These examiners and home interviewers have been given a 4-day training program. Names of respondents are necessary to accomplish matching of child test responses and mother responses to home interview instruments. Respondent numbers will replace this form of identification as data reduction commences. Because the data collected will comprise a vital pool of information for the Laboratory effort, it is expected that the basic data will be retained for 1-2 years as Laboratory researchers "milk" the data. The source data will be available to research personnel only.

SF-83

Item 5. b. continued.

Participation of school personnel in this study is based upon a data-sharing operation. Cognitive test results of pupils tested will be made available to schools for use in pupil assistance programs. Home interview data is, of course, treated as being highly confidential and will be available to authorized Laboratory personnel only.

6. ESTIMATED NUMBER OF MANHOURS REQUIRED BY ONE RESPONDENT TO COMPLETE INSTRUMENTS:

Time for each child in pretest - 2 hours, 20 minutes
Time for each child in post-test - 3 hours
Mother interview in home - 1 hour, 45 minutes

7. ESTIMATED COST OF STUDY: $13,000

Module B

The purpose of this module is to investigate the effects of systematic variation of several parameters in the classroom. Specific parameters now under study are the nature of reward and the delay of reward. Traditionally, verbal praise has been the major source of reinforcement in the classroom. However, this reinforcement is momentary in nature and may not serve as an effective incentive for either short or long-term goals. Perhaps, a point system where correct behaviors of individuals in a class are rewarded by points and these are cumulated for the class as a whole may better motivate the performance of desired behaviors. In the present study, the conventional mode of verbally reinforcing appropriate behaviors will be compared with a point system where the class as a whole accumulates points toward some maximum number, at which time some tangible reward will be awarded.

Also, although research on delay of reward indicates that immediate reward is more effective in establishing desired behavior, it seems reasonable that children might work as well for delayed goals than for immediate reward, particularly if the delayed reward involves a magnitude sufficient to overcome the effects of delay. Thus, delay in goals and magnitudes of reinforcement, as well as verbal praise versus point-reward system, will be investigated.

Eight teachers in the Albuquerque Public School System are involved in this research. These teachers initially developed an entire first grade, behavioral objectives, curriculum. This curriculum serves as a common base for studying the effects of various reinforcement conditions across classrooms and providing the built-in evaluation required to assess different teaching strategies. Actually, four schools are cooperating in this research project. In addition to the verbal praise, immediate reward, and delayed reward conditions, control group classrooms outside the experiment proper, are available in the schools.

Module B-continued

At the present time, experimental phase two of the study has begun with teachers assuming new reinforcement conditions. At the end of the first phase, two trained classroom observers, certified teachers, rated various aspects of the classroom situation, pupil behavior, teacher performance, and classroom atmosphere. A preliminary reliability study indicated a high degree of inter-rater reliability. In addition to classroom observations in twelve experimental and control classrooms, small random samples of children were drawn from the same classrooms to determine children's perception of the reward situation and various kinds of affect. The instruments used, and a sketch of the study, are included in Appendix B. The kinds of items in the questionnaire concern the liking for school, preference for immediate versus delayed reward, test and school anxiety, locus of control, and measures of self-esteem. Thus, to evaluate the effects of the study conditions, we have made independent observations of the classrooms involved and interviewed children from those classrooms. Observation and interviewing will be employed in all phases.

Children had been previously tested with the Goodenough Draw-A-Man Test and the Lorge-Thorndike Intelligence Test. The California Achievement Test will be administered following the completion of the eighteen-week experimental program. This will allow us to determine the achievement levels of classrooms under various reinforcement and standard classroom conditions. In terms of subsequent studies, this testing will serve as the pretest. It is anticipated that the subsequent studies, depending upon level of funding, will incorporate a greater number of teachers into the experimental situation to assess their preferences for various types of classroom management. This would serve to reduce the influence of the Hawthorne effect. Alternative studies could involve

Module B-continued

going to individual differential reward conditions where individual students are selected to represent the class and points are assigned on the basis of level of knowledge indicated. It is interesting to speculate whether individual excellence, competitiveness, and agressiveness are enhanced by such a procedure relative to the situations where the group as a whole is considered to have earned points. Similarly, a study on vicarious reinforcement could be undertaken to assess the degree of learning when positive and negative models are used to represent the class.

In regard to the study now underway, it is interesting to speculate on what happens to student interest and liking for school as they shift between reward conditions, for example, from long-term reward to short-term reward, to verbal praise. The opening of a new school and the transfer of students provides a natural setting for this study. Also, it will be possible to investigate the degree of learning within each of the experimental conditions when additional work is done on the behavioral objectives in the curriculum.

Future work in this module depends on the level of funding to expand the program, the acquisition of a computer programmer type, and considerations on whether the program on classroom management should be and/or is ready to be exported to other parts of the four-state region. The possibility of operating this program in Oklahoma has been broached. The major hypothesis of the program efforts of this module is that certain classroom management practices can be employed that yield better management of the classroom, that produce more positive affect on the part of the individual pupil toward school, himself, and learning in general, and that in the long run, such conditions will be reflected in improved academic performance.

PLEASE SUBMIT TO PRINICIPAL INVESTIGATOR

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF RESEARCH

IDENTICAL MEMORANDUM

TO : See below

DATE: October 13, 1967

FROM : Herbert S. Conrad, Chairman
Internal Clearance Committee

Appendix B

SUBJECT: Clearance of 3 cognitive tests designed for use in the extramural research project entitled "THE EFFECT OF NATURE OF SELECTED REINFORCING CONDITIONS ON COGNITIVE AND AFFECTIVE CLASSROOM LEARNING," Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico. (Contract No. OEC-4-7-062827-3078).

The purpose of this study is "to investigate the effects of systematic variation of several parameters of reinforcement in classroom situations."

Three tests of cognitive functions have been submitted for clearance prior to use in the abovenamed project, as follows:

1. California Achievement Test, CAT, 1957 edition, 1963 norms (45 min., to be administered twice, as "pre" and "post"). OR Cooperative Primary Tests (battery of 6) (1½ hr., to be administered twice, as "pre" and "post").

2. Goodenough Draw-A-Man Test. (10 min.)

3. Lorge-Thorndike Intelligence Test (2 hr. 15 min.)

Respondents will include approx. 240 first-grade children, primarily of upper-lower or lower-middle class background, about evenly divided between Anglo-Americans and Spanish-Americans. The children are from the Albuquerque Public School system. "This population was selected in order to reach a relatively disadvantaged group of youngsters while avoiding the problems presented by a non-English speaking population."

"To insure confidentiality of data and a valid test administration, an expert test administrator, trained by the Laboratory, will administer the tests listed above. School personnel are not entitled to results of this testing except in form of class averages. Respondents' numbers will replace student identification as data is placed on magnetic tape for data analysis purposes. Test data by student name will be filed and kept for a period of about one year for purposes of within Laboratory research."

The tests are hereby cleared for use in this study.

Copies to:

Dr. Conrad	Reading File	Mr. Bayuen McCann	Mr. Hochstein
Prin. Inv'gator	Miss Kipphes	Mr. Cook	HSCONRAD:lc

CONCURRENCE: N.S. Grant 10-13-67

Addressee Comments (E&R) 10.13.67

HEW-41
(REV. 3-64)

SOUTHWESTERN
COOPERATIVE EDUCATIONAL LABORATORY, INC

ARIZONA • NEW MEXICO • OKLAHOMA • WEST TEXAS

J. G. STRATTON, *President*

PAUL V. PETTY, *Director*

Phone: 277-5221 117 Richmond, N. E. Albuquerque, N. M. 87106

October 4, 1967

Mr. Adrian Parmeter
Program Coordinator
Division of Educational Laboratories
U. S. Office of Education
400 Maryland, SW
Washington, D. C., 20202

Dear Mr. Parmeter:

Please find enclosed six copies of a request for "Review of Data Gathering Instruments." The instruments listed will be used in conjunction with the evaluation of student gain in a study investigating the effect of selected reinforcing conditions on cognitive and affective classroom learning. Additional details of the study are supplied on the attached supporting statement.

Thanks again for your consideration.

Sincerely,

Paul G. Liberty, Jr.

Paul G. Liberty, Jr.
Research Coordinator

PGL/ael

Encl: 1 in 6 copies
cc: Dr. Herbert S. Conrad
Dr. Paul Petty
Dr. Stanley Caplan
Mr. Richard Thiel
Dr. James Moore

SF-83 SUPPORTING STATEMENT FOR EXTRAMURAL RESEARCH PROJECTS

Project Title: Southwestern Cooperative Educational Laboratory, Module III, The Experimental Investigation of Classroom Management Variables. Dr. James Moore. Study Title: The Effect of Nature of Selected Reinforcing Conditions on Cognitive and Affective Classroom Learning.

1. NAME OF CONTRACTOR CONDUCTING PROJECT Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

2. OE CONTRACT NUMBER OEC-4-7-062827-3078
Dated: From 3/1/67 To 5/31/68

3. NAME OF PROGRAM AND PUBLIC LAW UNDER WHICH CONTRACT WAS AWARDED
Regional Educational Laboratories Program., P. L. 89-10, Title IV

4. NAME OF COMMITTEE (PANEL, FIELD READERS, OR OTHER GROUPS) THAT RECOMMENDED APPROVAL FOR SUPPORT OF THIS RESEARCH PROJECT
Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

.. THIS PROJECT HAS BEEN REVIEWED AND APPROVED WITH QUALIFICATIONS BY THE BUREAU STATISTICAL REVIEW PANEL, ON (Date)

5. EXPLAIN THE RELATIONSHIP OF THE DATA GATHERING INSTRUMENT IN ACCOMPLISHING THE OBJECTIVES OF THE PROJECT

a. General nature and objectives of the study: The purpose of this study is to investigate the effects of systematic variation of several parameters of reinforcement in classroom situations. Specifically, the parameters of interest are the nature of reward and the delay of reward.

Verbal praise by the teacher has been the major source of reinforcement in the classroom. However, this reinforcement is momentary in nature and may not serve as an effective incentive for either short or long-term goals. Perhaps a point system where correct behaviors of individual children in a class are rewarded by points and

b. Instruments to be applied:

continued on second page.....

See second page.

6. ESTIMATED NUMBER OF MANHOURS REQUIRED BY ONE RESPONDENT TO COMPLETE QUESTIONNAIRE

7. ESTIMATED TOTAL COST OF SURVEY $ 12,000 INCLUDING:

a. Costs of Planning and Organizing the Survey
b. Printing, Mailing (including Follow-up) or Enumeration, and Sample Maintenance
c. Editing, Coding, Tabulating and Publishing

5. a. General nature and objectives of the study: - continued

these are cumulated for the class as a whole, may better motivate the performance of desired behaviors. Thus, in this study, the conventional mode of verbally reinforcing appropriate behaviors will be compared with a point system where the class as a whole accumulates points toward some maximum number, at which time, some tangible reward will be awarded.

Also, although research on delay of reward indicates that immediate reward is more effective in establishing desired behavior, it seems reasonable that children might work as well for delayed goals than for immediate reward, particularly, if the delayed reward involves a magnitude sufficient to overcome the effects of delay. Thus, delay in goals and magnitudes of reinforcement as well as verbal praise versus point-reward system will be investigated.

b. Instruments to be applied:

(1) California Achievement Test (CAT), 1957 edition, 1963 norms. This test yields separate scores for Reading, Arithmetic, and English. (90 minutes) Pre- and post-testings are planned.

(2) Goodenough Draw-A-Man Test (10 minutes)

(3) Lorge-Thorndike Intelligence Test (135 minutes)

(4) Cooperative Primary Tests -- this test battery of six tests is being developed by the Educational Testing Service, Princeton, New Jersey. Should the tests become available in the next few weeks, we will use this battery instead of the California Achievement Test (item 1 above). We have a tentative commitment from ETS to make this battery available to us for research purposes. A major appeal of this new battery is its inclusion of a listening test which is quite appropriate for the language skills effort of our Laboratory. Six tests would require about 180 minutes of testing spread over the period of a week. This battery would be administered as follows: Form B in October and Form A some time in the Spring.

(5) An interview questionnaire will be completed soon to assess the children's reactions to the various reward conditions. For an example, expressions of liking and disliking of reward situations will be obtained. This questionnaire will be submitted for clearance when it is completed.

c. Respondents and Sampling:

Eight teachers in the Albuquerque Public School system have been involved in this study since its inception. These teachers initially developed an entire first-grade, behavioral objectives, curriculum. This curriculum serves as a common base for studying the effects of various reinforcement conditions across classrooms and provides the built-in evaluation required to assess differing teaching strategies.

Approximately 240 first-grade children are involved in this study. The children are primarily of upper-lower class background, or lower-middle class background, and are about evenly divided between Anglo-Americans and Spanish-Americans. This population was selected in order to reach a relatively disadvantaged group of youngsters while avoiding the problems presented by a non-English speaking population.

5. c. Respondents and Sampling: - continued

Teachers meet periodically to compare notes and make comments on curriculum and on teaching strategies.

First-grade pupils will be tested for about 225 minutes if the California Achievement Test is employed. Approximately 405 minutes of testing time will be involved if the longer Cooperative Primary Test Battery is employed. These totals include two administrations of achievement tests. Testing on the achievement tests will be spread over a period of a week. At such time as the student preference questionnaire is developed (b(5) above), an additional ten minutes of student response time will become necessary. Since teachers will shift reward conditions about every nine weeks, children would be required to complete this questionnaire at least three times, making about a 30-minute total student respondent time on the preference instrument. (A number of teacher-made achievement tests which are part of the developed curriculum are not, of course, included in the total required student testing time.)

Since all the instruments listed above, with the exception of the preference questionnaire, are of a standard variety and listed in the Buros' Mental Measurements Handbook, no copies are submitted with this clearance request. The preference questionnaire will be submitted separately for your review.

d. Data Analysis:

Analyses of variance and t-tests will be utilized to investigate differences in achievement between the various reinforcement conditions and control groups which are usual classroom situations. Achievement will be measured by (1) tests which are part of the common curriculum and (2) standardized achievement tests (pre- and post-testings). Inasmuch as experimental teachers will be assigned to various experimental situations, it will be possible to investigate the effects of change in children's performance (and preferences) as these children are exposed to varying conditions.

e. Confidentiality:

To insure confidentiality of data and a valid test administration, an expert test administrator, trained by the Laboratory, will administer the tests listed above. School personnel are not entitled to results of this testing except in form of class averages. Respondents numbers will replace student identification as data is placed on magnetic tape for data analysis purposes. Test data by student name will be filed and kept for a period of about one year for purposes of within Laboratory research.

PGL/ael
MODULE II, SWCEL
10/4/67

SWCEL CLASSROOM OBSERVER RATING SCHEDULE

School:_____ Teacher:_____

Name of Observer:_____ Date:_____

Observer Consecutive Interview Number:_____ Time Period:_____

Number of Boys in Class:_____ Number of Girls in Class:_____

INSTRUCTIONS: Record number of pupils making or not making responses indicated. Be sure to record subject area of instruction or activity going on in classroom during each rating period of Schedule. Allow five (5) minutes for warmup and familiarization before beginning ratings in each classroom. The following schedule for observation and rating is to be followed:

First 2 minutes - Section I items. TIME: 0-2 minutes.
Second 2 minutes - Section II items. TIME: 2-4 minutes.
Next 3 minutes - Section III items. TIME: 4-7 minutes.
Next 2 minutes - Section I items. TIME: 7-9 minutes.
Next 2 minutes - Section II items. TIME: 9-11 minutes.
Next 15 seconds - Section IV. TIME: 11 minutes, 15 seconds.
Next 5 minutes - Section IVa. TIME: 16 minutes, 15 seconds.
Remaining Time (until 20 minutes elapsed) - section V.

SUBJECT AREAS COVERED DURING OBSERVATION

(please check)

	Time Periods						
	0-2	2-4	4-7	7-9	10-12	15secs.	End
Reading							
Mathematics							
Language Arts							
Social Studies							
Art							
Music							

SECTION I	0-2		7-9		TOTALS
1. Ps fidgeting in seats (restlessness, shifting about, etc.)		+		=	
2. Ps leaving seat for non-academic reasons (within room or outside room)		+		=	
3. Ps speaking inappropriately		+		=	
4. Ps looking at observer in rear of room		+		=	
5. Ps interrupting other pupils directly (talking, poking, tapping person, etc.)		+		=	
6. Ps dropping objects and/or picking them off floor; reaching around chair or desk		+		=	
7. Ps refusing teacher request (inattentive)		+		=	
TOTALS		+		=	

SECTION II	2-4		10-12		TOTAL
1. Ps ignoring teacher request (not responding)		+		=	
2. Ps not singing, reading, drawing, etc.		+		=	
3. Ps not working on assigned task		+		=	
4. Ps not holding up hand for task (e.g. "Who knows this answer?" Lack of participation.)		+		=	
5. Ps making some inappropriate, disruptive response		+		=	
6. Ps making some response, which indicates shy, fearful, reluctant child (e.g. head turned down, not looking at teacher)		+		=	
7. Ps daydreaming (e.g. sitting, very still, looking straight ahead)		+		=	
TOTALS		+		=	

SECTION III.	4-7	TOTAL
1. Ps raising hand before speaking		
2. Ps asking question about subject content		
3. Ps asking teacher for help, guidance and advice		
4. Ps asking teacher for approval ("Did I do right?")		
5. Ps volunteering information (wanting to react to teacher statement or give answer).		
6. Ps offering assistance or cooperation with fellow student (offer of help or encouragement)		
7. Ps reminding fellow students to conform or do something, to accept responsibility		
8. Ps making aggressive statements to other students ("You caused us to lose points."		
9. Ps chiding other student for wrong answer (not as hostile as 8--might just be "ooh," or "oh, heck").		
10. Ps showing affection for teacher		
11. Ps questioning teacher about group goal or reward		
12. Ps mentioning group reward as positive goal - a positive statement about working for or toward group reward without hostile connotations for student who "blew it," as in 8 above		
	GRAND TOTAL =	

SECTION IV. COUNT THE NUMBER OF CHILDREN SHOWING GROSS HEAD TURNING MOVEMENTS AWAY FROM TEACHER OR APPROPRIATE OBJECT OF ATTENTION DURING NEXT FIFTEEN SECONDS.

RECORD NUMBER IN BLANK.

TOTAL = [ ]

SECTION IVa.

NAME OF TEACHER _____

RECORD THE NUMBER OF TIMES THE TEACHER MAKES EACH OF THE RESPONSE-TYPES BELOW.

1. Learner Supportive Statements	
2. Accepting or Clarifying Statements	
3. Problem Structuring Statements	
4. Neutral Statements	
5. Directive Statements	
6. Reproving, Disapproving, Disparaging Statements	
7. Teacher-Supportive Statements	

SECTION V. Classroom Atmosphere Ratings.

NAME OF TEACHER _____

CIRCLE APPROPRIATE RESPONSE NUMBER FOR EACH DIMENSION OR ITEM BELOW. ITEMS REFER TO CLASS AS A WHOLE.

	LOW	AVERAGE	HIGH	
1. ALERTNESS (ATTENTIVE, WAKEFUL, RECEPTIVE)	1 2 3	4 5 6	7 8 9	DK
2. INDUSTRY, CONSTRUCTIVELY BUSY, ACTIVITY	1 2 3	4 5 6	7 8 9	DK
3. ENTHUSIASM OF CLASS, INTEREST	1 2 3	4 5 6	7 8 9	DK
4. CURIOSITY, INFORMATION-SEEKING	1 2 3	4 5 6	7 8 9	DK
5. AMBITIOUSNESS, EAGERNESS TO RESPOND AND WILLINGNESS TO RECITE	1 2 3	4 5 6	7 8 9	DK
6. APPEARANCE AND BEARING OF PUPILS, NEAT, CLEAN, PERSONAL GROOMING	1 2 3	4 5 6	7 8 9	DK
7. QUARRELSOME, UNFRIENDLY ATMOSPHERE AMONG STUDENTS	1 2 3	4 5 6	7 8 9	DK
8. DEGREE OF ACCEPTANCE OF MISTAKES OF PUPIL BY OTHER PUPILS	1 2 3	4 5 6	7 8 9	DK
9. DEGREE OF TENSENESS, OR ANXIOUS ATTENTIVENESS, OR FEAR DISPLAYED BY STUDENTS	1 2 3	4 5 6	7 8 9	DK
10. DEGREE OF COURTESY, PATIENCE, AND CONSIDERATENESS DISPLAYED AMONG STUDENTS	1 2 3	4 5 6	7 8 9	DK
11. DEGREE OF SPONTANEITY, FREE EXPRESSION	1 2 3	4 5 6	7 8 9	DK
12. HOSTILITY INDICATED TOWARD TEACHER	1 2 3	4 5 6	7 8 9	DK
13. HOSTILITY AMONG FELLOW STUDENTS	1 2 3	4 5 6	7 8 9	DK
14. DEGREE OF COOPERATIVENESS, WILLINGNESS TO SHARE OR GIVE ASSISTANCE BETWEEN PUPILS	1 2 3	4 5 6	7 8 9	DK
15. AMOUNT OF INTERACTION BETWEEN PUPILS	1 2 3	4 5 6	7 8 9	DK
16. AMOUNT OF STUDENT-INITIATED ACTIVITY	1 2 3	4 5 6	7 8 9	DK
17. AMOUNT OF INTERACTION BETWEEN TEACHER & PUPILS	1 2 3	4 5 6	7 8 9	DK
18. COOPERATION BETWEEN PUPILS AND TEACHER, PUPILS HELPING TEACHER WITH TASKS	1 2 3	4 5 6	7 8 9	DK
19. GUIDANCE-SEEKING BY PUPILS OF TEACHER	1 2 3	4 5 6	7 8 9	DK
20. GUIDANCE-SEEKING BY PUPILS OF OTHER PUPILS	1 2 3	4 5 6	7 8 9	DK

	LOW		AVERAGE		HIGH	
21. APPROVAL-SEEKING BY PUPILS OF TEACHER	1 2 3		4 5 6		7 8 9	DK
22. APPROVAL-SEEKING BY PUPILS OF OTHER PUPILS	1 2 3		4 5 6		7 8 9	DK
23. TEACHER DOMINANCE IN CLASSROOM	1 2 3		4 5 6		7 8 9	DK
24. TEACHER COURTESY TOWARD STUDENTS	1 2 3		4 5 6		7 8 9	DK
25. CLASSROOM CONTROL AND ORDERLINESS	1 2 3		4 5 6		7 8 9	DK
26. IRRELEVANT TALKING AMONG PUPILS	1 2 3		4 5 6		7 8 9	DK
27. PRESSURES TOWARD GROUP CONFORMITY AMONG PUPILS	1 2 3		4 5 6		7 8 9	DK
28. DAYDREAMING AMONG PUPILS	1 2 3		4 5 6		7 8 9	DK
29. DEGREE OF COMPETITIVENESS BETWEEN PUPILS	1 2 3		4 5 6		7 8 9	DK
30. TEACHER USE OF DISCIPLINE OR REFERENCE TO DISCIPLINARY MEASURES	1 2 3		4 5 6		7 8 9	DK
31. LEARNER-SUPPORTIVE ATMOSPHERE	1 2 3		4 5 6		7 8 9	DK
32. ACCEPTANT OUTLOOK ("HELP LEARNER GAIN INSIGHT")	1 2 3		4 5 6		7 8 9	DK
33. PROBLEM-STRUCTURING ACTIVITY BY TEACHER	1 2 3		4 5 6		7 8 9	DK
34. NEUTRAL STATEMENTS -ADMINISTRATIVE FACILITATION	1 2 3		4 5 6		7 8 9	DK
35. DIRECTIVE STATEMENTS-PUPIL TO ADAPT TO TEACHER	1 2 3		4 5 6		7 8 9	DK
36. REPROVING, DISAPPROVING, DISPARAGING ATMOSPHERE	1 2 3		4 5 6		7 8 9	DK
37. TEACHER-SUPPORTIVE STATEMENTS (TEACHER REFERS TO SELF)	1 2 3		4 5 6		7 8 9	DK

DK = Don't know; indeterminate; not observed.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY

STUDENT QUESTIONNAIRE

Name of Pupil:_____ Sex:_____

Name of School:_____ Grade_____ Age:_____

Name of Pueblo (or Community) Where Pupil Lives:_____

Name of First Grade Teacher:_____

1. Do you think you will finish high school--12 years of school? (Paraphrase if necessary.) (Circle one below.)

   YES NO DON'T KNOW

2. "I would like to give you a piece of candy. I have two sizes but I don't have enough of these (indicating the bigger one) with me today. So you can either have this one (the smaller one) right now, today, or, if you want to, you can wait for this one (indicating the larger one) tomorrow." (Repeat instructions in paraphrase to insure clarity and display both reinforcements carefully. Be sure to stress that getting the (smaller) candy today precludes getting the (larger) one tomorrow, and vice versa.) Okay, which one do you want? (Circle one:)

   Smaller One Today Larger One Tomorrow

3. "I am going to ask you some other questions. These questions are different from other questions you are asked in school. There are no right or wrong answers to these questions. Just listen to each question and then answer either "yes" or "no". " (Example: "Do you like to play ball?" (Get an answer and proceed.) "Remember, listen carefully to each question and answer it either "yes" or "no". If you don't understand a question, please ask me about it."

   (Indicate Y for "Yes" or N for "No" for each question below.)

   _____(1) Do you like to take toys to school and show them to the children?

   _____(2) Do you like to tell the other children about some fun things you did?

   _____(3) Do you like it when the teacher asks you something in class?

   _____(4) Are you as smart as the other kids in your class?

   _____(5) Do you ever get up in front of the class and talk to the children?

   _____(6) Do you ever get nervous or afraid in school?

   ("Why" might be interesting to ask here to determine nature of fear. This would also break up any routine established thus far.)

   _____(7) Do the other kids know more answers than you?

   _____(8) Is school hard?

_____(9) Is School fun?

_____(10) Are you ever scared when the teacher asks you a question in school?

_____(11) Do you ever cry in school? (If yes, ask why.) _____

_____(12) Do you think you will pass to the second grade?

_____(13) Do you like school?

_____(14) "Do you know what a test is?" That's when the teacher tries to find out how much you know. Do you like to take a test?

4. "Okay, let's do some other things now. Here are some circles. Each circle stands for some person. Choose the circle that stands for you. Which one are you? (Point to the row below and have child point to the one that stands for him. Circle that circle!)

O O O O O

"Allright, here is another group of circles. Which circle is you?"

O

O

O

O

O

5. "Here are some more circles. This one (pointing to the dark circle) stands for your father. If this is your father, which one is you? (Point to row of circles.)"

O O O O ●

"Allright, here is another group of circles. This one (the dark one) is your father, which one is you?"

O

O

O

O

O

6. "Okay, now look at these circles. In this group of circles, the dark one stands for your mother. If this (pointing) is your mother, which one is you? Which circle is you?"

O O O O ●

Now, this one (pointing to the dark one) is your mother. Which one is you?

●

O

O

O

O

7. Do you think you are more like your father or more like your mother? (Circle one.)

FATHER MOTHER ABOUT THE SAME I DON'T KNOW

8. "Let's pretend there is a magic man who can change you into anything you want to be. What would you want to be? Please tell me in one word. (Record word in space below.)

_____

9. Would you rather have a penny today or wait until tomorrow for five cents? (Circle answer below.)

One Cent Five Cents Don't know

10. Would you rather have 25¢ right now, or wait until next week for $1.00?

25¢ $1.00 Don't know

11. Now, tell me. Would you rather wait for a real big gift much later or would you rather have a smaller gift now?

Big gift later Smaller gift now Don't know

12. "I have something in mind. I am closing my eyes and thinking of it...it is something you might agree with or that you might disagree with...you might disagree with what I'm thinking or you might agree with it...
If you agree, say YES; if you disagree, say NO. Now I'm thinking of it (closing your eyes). (Record answer below.)

YES NO

13. "Now, I have something else in mind. I am closing my eyes and concentrating and thinking of it...it is something that you might agree with or that you might disagree with...you might disagree with what I'm thinking of or you might agree with it....Mow I'm concentrating on it (closing eyes). If you disagree, say NO; if you agree, say YES.

NO YES

14. What do you really think you will be when you grow up?_____

15. "Listen to the following questions and answer either YES or NO."

_____(1) Do you believe you can be whatever you want to be when you grow up?

_____(2) If another kid was going to hit you, could you do something about it?

_____(3) Can you sometimes make people do what you want them to do?

_____(4) When somebody gets mad at you, can you do something to make him your friend again?

_____(5) Will people usually let you do what you want if you ask them?

_____(6) Is there a good fairy who can make good things happen to you?

_____(7) Is there a bad fairy that can make bad things happen to you?

_____(8) When you want to do something, do you usually make up your own mind or do you ask somebody first? (Circle one.)

MAKE UP OWN MIND ASK SOMEBODY FIRST

TASK FORCE II

Module C

Module C is concerned with field tryouts of the USOE-UCLA Oral Language Materials for Culturally-Diverse Children. The first field tryout of these materials is now underway for both Spanish-American and Navajo first grade students. The Spanish-American tryout is taking place in schools in Smyer, Texas; San Miguel, New Mexico; El Paso, Texas; and Douglas, Arizona. The Navajo Field Trial is taking place at Sanders, Arizona. A general statement of the research is contained in the attached Appendix C. In addition to the procedures cited here, a vigilance-reinforcement-performance experiment has been built into the framework of the USOE-UCLA materials for the Navajo Field Trial.

Initially, it should be stated that the USOE-UCLA materials were modified during the summer on the basis of study of their application in experimental Head Start classes conducted by the Laboratory. The revised lessons are being field-tested, although the number of revised lessons for Navajo is less than the number for Spanish-American. In the Spanish-American field tryout, approximately 200 children are being exposed to the oral language materials. A control group of children in the same schools, or in similar schools, are receiving usual instruction. Tests given as pretests at the beginning of school in September are the Ott-Jameson Oral Language Proficiency Test and the SWCEL Oral Language Capacity Test. A special achievement test over the USOE-UCLA Lessons has been assembled by Dr. Martin. These tests will be repeated as post-tests. It is expected that oral language performance of students receiving the Laboratory program will exceed that of students not receiving the Laboratory program.

Module C-continued

An additional phase of this research involves the evaluation and rewriting of the USOE-UCLA materials beyond lesson number 40. Teachers now participating in the experiment received a week-long training session prior to teaching in the program. They also received training on lesson revision functions, and such efforts are being coordinated by Mrs. Ida Carrillo of SWCEL.

The Navajo Field Trial is now underway at Sanders, Arizona, utilizing only 20 lessons. Robert Reeback and Robert Ebert have designed vigilance study within the scope of the lesson presentation to assess the effects of vigilance (being aware of certain cues given by the teacher and having pupils repeat these) and certain reinforcement procedures on learning of the materials. A two-week training period was provided an experienced teacher of Navajo children in the experimental procedure and the teaching of the USOE-UCLA materials. Practice lessons in-house with three Indian children from Cañoncito were video taped by Media Lab staff in an observation classroom prepared by the Media Lab, under the direction of Mr. Guy Watson. In addition, a male teacher's aide from Sanders was trained by Media Lab staff to operate video equipment. He was also trained by Mr. Ebert to teach the vigilance game to children and to perform several tasks necessary for the experiment. Video tapes are being made of all field sessions to assess responses of pupils. It is hypothesized that the experimental procedures will result in greater attention by students and that this attention will, in turn, contribute to increased levels of performance, as children move from the baseline condition to vigilance, and vigilance with reinforcement.

Module C-continued

Difficulties with the oral language materials field trials are those which develop when investigators are distant from the field tryout sites. Less information and reduced response times to crises and restricted opportunities for making modifications are disadvantages of conducting research at distant sites. Equipment problems and staffing problems have developed, particularly in the Sanders experiment, where a video tape operator had to be trained. These problems have indicated the need for additional Media Laboratory specialists to conduct the field work of the Laboratory, rather than resorting to the training of outside people. Also, field research todate has pointed up the need for special research equipment, notably Event Recorders.

Current concerns in this module are to assess the worth and determine the future of the USOE-UCLA materials. It is expected that the field trials now underway will yield useful information in this regard. An Inter-Disciplinary Review and Rewrite Group has been established within the Laboratory to determine ways in which the USOE-UCLA materials can be modified and supplemented, both in content and in mode of presentation. In the final analysis this Group will determine future applications of these materials, whether to keep or discard, if to keep, in what form with what changes, and whether these materials will form the base for a reading program. Data being collected in the field now, plus the evaluation of video taped sessions of the materials in the Navajo Field Trial, will contribute to the decision by the Inter-Disciplinary Review and Rewrite Group.

On-going activities of the Task Force include preparation of the resume of all work todate on the USOE-UCLA Lessons, both in-house and at Rough Rock. Mrs. Randall is doing this resume. Mr. Ebert is continuing to write up the

Module C-continued

Navajo Field Trial. Mr. Reeback is continuing to plan the next stage of activities with the USOE-UCLA Lessons. Activities during the next month will include a rewrite procedure for the Wilson Lessons based on the Navajo Field Trial. This procedure will be supervised by Mr. Reeback and involve the contributions of Dr. Mavis Martin, Dr. Henry Burger, Mr. Guy Watson, Mr. Richard Thiel, Mrs. Ida Carrillo, and others. There will also be site visits to the Sanders class. Also, an experimental form of a test of oral English proficiency for use with Navajo elementary school children is being developed.

Much of the Task Force activity in the next month will be devoted to preparation of the next stage of experimentation. To sketch this, it is anticipated that four Head Start classes of ten children each will undergo training with the USOE-UCLA Lessons, that each of these four classes will represent an experimental condition; viz., (1) a replication of the Sanders Trial involving alternation of the vigilance and reinforcement conditions; (2) an evaluation of the effectiveness of group and individual reinforcement procedures applicable to Navajo children; (3) the elaboration of an increased pool of possible reinforcements; and (4) the institution of a contingency of reinforcement upon performance on lesson post-testing as well as upon performance in the vigilance game.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION
BUREAU OF RESEARCH

PRINICIPAL INVESTIGATOR

IDENTICAL MEMORANDUM

TO See below

DATE: September 20, 1967

FROM Herbert S. Conrad, Chairman
Internal Clearance Committee

SUBJECT. Clearance of 3 data-gathering instruments designed for use in the study entitled "FIRST FIELD TRYOUT OF ORAL LANGUAGE PROGRAM FOR CULTURALLY-DIVERSE CHILDREN" -- a sub-study of the project, "Module II, Culturally Relevant Learning Materials in the Language Arts," Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico (Contract No. OEC-4-7-062827-3078).

The purpose of the study is "to evaluate the first field tryout of a language arts program developed at UCLA (University of California, Los Angeles). This program is based upon a linguistic foundation, and is designed for culturally diverse preschool and first-grade children. The original lessons have been modified for use with Spanish-American and Navajo youngsters by the (Southwestern) Laboratory, and the approximately two-month-long program will be tried out in (four) selected schools in a three-state area (Texas, New Mexico, and Arizona). Briefly stated, children exposed to the program will be compared with a group of first-grade children who did not receive the program."

Three data-gathering instruments have been submitted for clearance prior to use in the abovenamed project:

1. Ott-Jameson Test of Spoken English, Part I: Oral English Proficiency.
   This is an interview-test of pronunciation of various phonemes offering difficulties for Spanish-American children.

2. Oral English Capacity Test.
   This test is designed as an interview with the prospective pupil. The test will consist of such questions as "What is your name?" "Please count to ten." "What did you eat today?"

"Approximately 200 (children) will be in the field tryout of the UCLA materials; that is, they will be taught with the special oral language

Copies to:
Prin. Inv'gator
Reading File
Dr. Conrad
HSConrad:bp

Mr. Parmeter
Mr. McCann
Dr. Boyan

Mrs. Richardson
Mr. Hochstein

HEW-41
(REV. 3-64)

program. Seven (7) children with Spanish surnames will be randomly drawn from each of the 8 classrooms (N = 56). These children will be pre- and post-tested on the 2 instruments. . . The testing sessions will be tape-recorded . . . A control group of 56 children will be selected from <u>other</u> classrooms in the same school, or, in some cases, from students in a similarly-constituted school nearby. This control group . . . will likewise be tested . . . .(and) tape-recorded . . . It is expected that students receiving the oral language program designed by the laboratory will show greater oral language proficiency than control students."

3. <u>Teacher Reaction Form</u>. Approximately 10 items are included. The instrument is primarily designed for comments by the teacher re "Children," "Suitability and Recommendations," etc. Teachers in the 8 experimental classrooms will periodically complete this form, normally after completing each of the 40 lessons in the current program.

The data-gathering instruments are hereby cleared for use in the project.

Concurrence:

H.S. Conrad 9-20-67

Eleanor Kippnes 9-20-67

Dr. Liberty

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.

ARIZONA • NEW MEXICO • OKLAHOMA • WEST TEXAS

J. G. STRATTON, *President*

PAUL V. PETTY, *Director*

Phone: 277-5221 117 Richmond, N. E. Albuquerque, N. M. 87106

September 11, 1967

Mr. Adrian Parameter
Program Coordinator
Division of Educational Laboratories
U. S. Office of Education
400 Maryland, S.W.
Washington, D. C., 20202

Dear Mr. Parameter:

Please find enclosed six copies of a request for "Review of Data Gathering Instruments." The instruments will be used in conjunction with the evaluation of a field tryout of a linguistically-based oral language program being developed by this Laboratory. Additional details are supplied on the attached sheet.

Thank you for your consideration.

Sincerely,

Paul Liberty

Paul G. Liberty, Jr.
Research Coordinator

PGL/ael

Encl: 4 (in copies of 6)

cc: Dr. Herbert S. Conrad
Dr. Paul Petty
Dr. Stanley Caplan
Mr. Robert T. Reeback

SF-83 SUPPORTING STATEMENT FOR EXTRAMURAL RESEARCH PROJECTS

Project Title: Southwestern Cooperative Educational Laboratory, Module II, Culturally Relevant Learning Materials in the Language Arts. Mr. Robert T. Reeback, Principal Investigator. Study: First Field Tryout of Oral Language Program for Culturally-Diverse Children.

1. NAME OF CONTRACTOR CONDUCTING PROJECT Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

2. OE CONTRACT NUMBER OEC-4-7-062827-3078
Dated: From 3/1/67 To 5/31/68

3. NAME OF PROGRAM AND PUBLIC LAW UNDER WHICH CONTRACT WAS AWARDED

Regional Educational Laboratories Program., P. L. 89-10, Title IV

4. NAME OF COMMITTEE (PANEL, FIELD READERS, OR OTHER GROUPS) THAT RECOMMENDED APPROVAL FOR SUPPORT OF THIS RESEARCH PROJECT

Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

a. THIS PROJECT HAS BEEN REVIEWED AND APPROVED WITH QUALIFICATIONS BY THE BUREAU STATISTICAL REVIEW PANEL, ON (Date)

5. EXPLAIN THE RELATIONSHIP OF THE DATA GATHERING INSTRUMENT IN ACCOMPLISHING THE OBJECTIVES OF THE PROJECT

a. General nature and objectives of the study: The purpose of the study is to evaluate the first field tryout of a language arts program developed at UCLA. This program is based upon a linguistic foundation and is designed for culturally diverse preschool and first grade children. The original lessons have been modified for use with Spanish-American and Navajo youngsters by this Laboratory and the approximately two-month long program will be tried out in selected schools in a three-state area. Briefly stated, children exposed to the program will be compared with a group of first-grade children who did not receive the program.

b. Instruments to be applied:

(1) Ott-Jameson Test of Spoken English, Part I: Oral English Proficiency (15 minutes)
(2) Oral English Capacity Test (15 minutes)

(3) Beacon School Teacher Reaction Form (15 minutes)
SEE ATTACHED SHEET FOR INFORMATION UNDER NO. 5.

6. ESTIMATED NUMBER OF MANHOURS REQUIRED BY ONE RESPONDENT TO COMPLETE QUESTIONNAIRE Pupil - 30 minutes (15 minutes on each of two tests)
Teacher- 15 minutes on each lesson presented. Forty lessons comprise present study.

7. ESTIMATED TOTAL COST OF SURVEY $ 500.00
INCLUDING:

a. Costs of Planning and Organizing the Survey
b. Printing, Mailing (including Follow-up) or Enumeration, and Sample Maintenance
c. Editing, Coding, Tabulating and Publishing

5. c. Respondents Sampling and Locale: Four schools with predominantly Spanish-American enrollment were selected in a three-state region for the tryout of the UCLA materials on Spanish-American first-grade students. The schools are located: Smyer, Texas; San Miguel, New Mexico; El Paso, Texas and Douglas, Arizona. Various combinations of rural and urban children are included in this sample along with schools that are entirely Spanish and schools that have a Spanish-Anglo mix. First grade students will be predominantly from lower socioeconomic class.

Approximately 200 students will be involved in the field tryout of the UCLA materials; that is, they will be taught with the special oral language program. Seven (7) children with Spanish surnames will be randomly drawn from each of the eight classrooms (N=56). These children will be pre- and post-tested on the two instruments intended to assess oral language proficiency, the Ott-Jameson Test of Spoken English and the Oral English Capacity Test. These tests will be administered by a trained interviewer who has had previous experience in using these tests with culturally-diverse children. The testing sessions will be tape-recorded so that pupils' responses may be analyzed along various linguisitic dimensions. Total testing time for each of the 56 children will not be in excess of thirty minutes, and will probably be much shorter. A control group of 56 children will be selected from other classrooms in the same school, or, in some cases, from students in a similarly-constituted school nearby. This control group of 56 children will likewise be tested on the two instruments described above and their responses tape-recorded for subsequent analysis. It is expected that students receiving the oral language program designed by the Laboratory will show greater oral language proficiency than control students.

Teachers in the eight (8) experimental classrooms will periodically complete the Teacher Reaction Form, normally after completing each of the 40 lessons in the current program. After completion of these forty lessons, which will complete the study described above, additional lessons will be presented by the teachers. However, these lessons, which are a part of the UCLA materials, have not been adapted for use so that the teachers' comments will be important in the revision work planned for lessons beyond lesson number 40.

In some instances, the schools in this study have a testing program which includes standardized achievement tests, notably, the California Achievement Test. Where annual testing is found to exist, we expect to use such results to compare student performance in the experimental classrooms against the language achievement performance of students in the previous year. Although such a procedure has certain limitations, we will be using whatever test scores are available to us that have some bearing on the effectiveness of our oral language program. No achievement testing will be introduced, however, by the Laboratory in connection with the study described herein.

5. d. Other information: Plans are underway at this time for the video taping of some of the UCLA materials. An expert teacher will be used to record selected lessons to investigate the feasibility of such a procedure. This procedure would involve finding an experimental (Spanish-Anglo mix) classroom in the Albuquerque area and performing the study as described in other area schools.

A Navajo class will probably also be chosen in order to evaluate the effectiveness of the materials for Indian first graders. Only ten lessons will be employed, however. Procedures like those described above will be adhered to.

e. Confidentiality: To insure confidentiality of data and a valid test administration, an expert test administrator has been trained by the Laboratory. Test administration will be taped and ratings made by linguistic and reading experts. As part of tests, pupil is asked to state his/her name. Teachers will not be given access to test results. Evaluation of group performance, not individual performance, will be made. All student information will be for within Laboratory use only. Student records (tapes) will be maintained for at least a year.

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TASK FORCE II - continued

Module D

This module is concerned with entry skill development, or specifically, with speech elicitation procedures. During August, prior to the beginning of school, mother questionnaires and child entry skills tests were administered to 70 families (Spanish-American, Anglo-American and Navajo-American) Children were assigned, ten each, to seven local classrooms. In three classes, thirty-minute video tapes were taken on days 1, 2, 3, 6, and 10. In all classes, teachers filled out ratings of children in their classrooms on days 3, 10, and 25. Ratings represented various aspects of classroom behavior relating to attentiveness, responsiveness, listening and verbal skills. The children in the study above will be followed through school.

Two reliability studies were undertaken. Two scorers rated video tapes and scored children on a list of 25 behaviors. The procedure proved much too cumbersome, although observer reliability appeared to be high over twelve behaviors, two children, for two days. The absolute necessity of acquiring event recorders became dramatically apparent. On the basis of the work to this point, an Observer's Manual is being assembled, in cooperation with the Media Laboratory, replete with illustrations and text. The second reliability check was made over teacher ratings. Reliability (inter-item consistency) was very low, with the need for much greater teacher training being quite obvious.

Considerable effort has been made in the direction of a Teacher Training Program in Speech Elicitation. Several rewrites and many committee discussions have taken place. Specifications have recently been rewritten to

Module D - continued

allow for bidding on a piecemeal basis. Submission to bidders will probably take place by November 10th. The real importance of this program is that the Teacher Training Program in Speech Elicitation is a general program which can precede and accompany any kind of language instruction.

The major developments and outcomes of activities in this module are as follows:

(1) The groundwork has been laid for a behavior-scoring system by which an observer with an event recorder can compile a profile of several children in a classroom or from video tape in a very short time. The profile would provide information on attending behavior, class participation, etc., which would serve as a criterion variable in a variety of classroom studies where the effectiveness of teaching practices and materials is to be assessed

(2) The Teacher Training Program in Speech Elicitation has been specified and detailed for piecemeal bidding by contractors. An essential part of the writeup is that a preliminary "prove-out" must be undertaken by each contractor; that is, the materials developed must be submitted to field application. The detailed specifications are found in Appendix D, which can be obtained from Mr. Reeback. This program will form the basis for developing teacher competencies in language teaching, notably, the USOE-UCLA materials now under investigation in Module C.

(3) On the basis of staff meetings originating in the Plans, Review and Evaluation Panel and on the advice of consultants, priorities have been established. Low priorities exist for further work with entry skill questionnaires and teacher rating forms. The Mother and Child Ques ionnaires are being given a large-scale tryout in Module A this Fall, and it is expected that subsequent work on these instruments will be the responsibility of Malcolm Gaber

Module D - continued

and Paul Liberty. Consolidation has also taken place within the Laboratory in regard to the development of the teacher entry-skill rating form, with Module B pursuing the development of a similar instrument in their emphasis on the development of classroom management procedures. Otherwise, "entry skills" activity is being incorporated into Module C activities. A notable example of this is occurring in the Navajo Field Trial of USOE-UCLA materials, where an experiment in classroom manipulation of attending (an entry skill) behavior is being carried out.

A DYNAMIC ORGANIZATION

From the foregoing, it can be seen that some reorganization, shifting, and refocusing is taking place within the Laboratory. A Task Force structure that roughly allowed for cultural-psychological and curriculum development groupings was adopted. In some ways, this structure is already becoming outdated what with teaching training procedures and classroom management coming close together. Although the old modular structure still lingers in the thinking of the staff, current thinking favors small inter-disciplinary task groups. The Two-Task-Force structure in no way represents a dichotomy of interest or professional groups. Actually, considerable fluidity exists across Task Forces with staff members, as necessary, working to meet the demands of particular tasks. The operational structure of the Laboratory may, therefore, be better described as a Task Group structure than a Task Force structure. A representative of this is seen in the recent formation of a group to study, evaluate, and assess the future of the USOE-UCLA materials. This group, called the Inter-Disciplinary Oral Language Materials Review and Rewrite Group, includes a sociologist, anthropologist, linguist, media specialist, and reading specialist. Other individuals

A DYNAMIC ORGANIZATION - continued

are available on call. Maximum utilization of manpower is accomplished in this way and inter-disciplinary cooperation is enhanced.

In addition to the full utilization of available professionals within the Laboratory, several other reasons exist for adopting a task approach in organizational operation. One of these is the presence of a relatively new staff. Program will inevitably be modified according to the competencies of these individuals. Although the primary focus of the Laboratory remains the same, that of developing culturally-relevant materials in the language arts for culturally-diverse groups, particularly Indian and Spanish-American, adjustments and accommodations to take advantage of professional competencies will occur. Secondly, it may be found, after a period of time, that overlap of activities may be developing or approaching. A task-oriented approach in organization, which also provides for a directive body, permits readjustment to changing program needs.

The organizational vehicle in the Laboratory responsible for the review, evaluation, and directive function is a newly-formed body called the Plans, Review and Evaluation Panel. This body is charged with making program and policy recommendations to the Director. It is the organ which evaluates on-going programs, determines their worth and priority, and recommends continuance or discontinuance, and specifies the levels of resources to be committed to operations. This body is, thus, the direction-giving and quality-control body in the organization; it is the body that is continually responsive to the program needs and program development of the Laboratory. In cooperation with the Director, the Plans, Review and Evaluation Panel is designed to insure the dynamic quality of SWCEL.